

UCLA Course Requirements

Coach Session IV

Information for Participants Coach Institutes 2007-2008

Course Requirements - Coach Session IV

4 Qtr. Units Course No. X324.326F

Pass, No Pass Study of the Evidence in Reading Research

Instructor: Alice R. Furry, Ph.D.

Course 1:

Content: Provides a clear explanation of the methods used in reading research that can offer convergent evidence on which to base practice in the classroom; summarizes actual findings that have direct implications in the classroom; explains why the scientific evidence is important to teaching; gives clear examples of different approaches to longitudinal research and what this research can and cannot explain; commentary on why the National Reading Panel critics focus on process rather than on the findings; describes a research method for classroom observation; explains how reading policy is formed; and suggests what research activities are underway, including studies on special populations.

Course Requirements: It is expected that the student will complete all of the following requirements to receive 4 quarter units and a grade of PASS:

1. Attend the morning and afternoon sessions of the five-day Institute, approximately 6 hours a day for 30 hours of training
2. Complete the four daily independent study work assignments for 10 hours of study and written work
3. Participate fully in the Institute activities each day
4. Read and write answers to the following questions based on Chapters 3-5, 11, 13, 18, and 19, in the book, *The Voice of Evidence in Reading Research*, edited by Peggy McCardle and Vinita Chhabra (2004):

A. Chapter 3: Why Scientific Research?

Why is it important to base educational decisions on scientific research and scientifically based practice as opposed to tradition, philosophy, superstition, anecdote or intuition?

Cite one example from the chapter and include one example of your own.

B. Chapter 4: *Scientifically Based Educational Research*

Define qualitative and quantitative research.

List the six guiding principles of scientific research.

Discuss the distinct features of these guiding principles when applied to education research.

C. Chapter 5: *The Importance of Longitudinal Research for Early Intervention Practices*

What are the features of longitudinal (follow-up) design studies?

Summarize the advantages and disadvantages of this research design.

Cite an example of one longitudinal study and its results mentioned in the chapter.

D. Chapter 11: *Critiques of the National Reading Panel Report*

List the eight instructional practices examined by the National Reading Panel Report.

Choose two criticisms of the report and the key points of Shanahan's response.

E. Chapter 13: *How Teachers Allocate Time During Literacy Instruction in Primary- Grade English Language Learner Classrooms*

Discuss the controversy over language of instruction for English Language Learners citing studies referenced in this chapter.

What do we know about effective instructional practices for ELLs learning to read in English?

F. Chapter 18: *Where Does Policy Usually Come From and Why Should We Care?*

What factors have contributed to the prominent position reading has acquired on policy makers' agendas in the past ten years?

Identify and explain one new insight you now have as to the source(s) of educational policy.

G. Chapter 19: *The Accumulation of Evidence: A Continuing Process*

Briefly describe the purpose and process of current and future research projects with respect to the English Language Learners.